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ABSTRACT

Originally proposed as a supplement to basic bilingual programs for Haitian students in three New York City high schools, Project L'Ouverture changed its focus to the development and reinforcement of basic skills. In response to a need for basic bilingual services not available in participating schools, the project provided tutorial services to limited-English-speaking Haitian students on a voluntary basis. Evaluation of the 1981-82 school year showed that project staff continued to develop a rapport with project students and the Haitian community. Communication with parents and with school administrators was weak. Documentation of project activities in nearly every area was incomplete and thus hampered evaluation efforts, since it was impossible to gauge the extent or substance of tutorial services, or the number of students actually tutored regularly. There was little evidence of parental involvment or curriculum development. Staff development activities apparently took place, but records were not available. Conclusions must remain largely impressionistic: all three schools attempted to provide intensive instruction in English-as-a-second language, and achievement at the two sites for which test data were reported appeared to be satisfactory. Linguistic issues related to teaching the native language (Creole) were not addressed. However, the project did fulfill a critical need for services previously unavailable at the three schools and provided individual attention to participants. (CMG)

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O.E.E. Final Evaluation Report

May, 1983

Grant Number: G00-800-6906

PROJECT L'OUVERTURE

1981-1982

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PROJECT L'OUVERTURE

Location:	442 Houston Street (P.S. 188) New York, New York 10002
Sites:	Prospect Heights High School 883 Classon Avenue Brooklyn, New York 11225 Springfield Gardens High School 143-10 Springfield Boulevard Springfield Gardens, New York 11413 George W. Wingate High School 600 Kingston Avenue Brooklyn, New York 11203
Year of operation:	1981-1982, second year of a three-year funding cycle
Target languages:	French, Creole
Project director:	Gislene B. Torchon

I. PROJECT DESCRIPTION

BACKGROUND

Project L'Ouverture is a bilingual program offering instructional and non-instructional services to Haitian students of limited English proficiency (LEP) at two high schools in Brooklyn and one in Queens. The 1981-82 school year was the second of a three-year cycle funded under the provisions of E.S.E.A. Title VII. The project began operating in February, 1981.

Centralized under the jurisdiction of the High School Division of the New York City Public Schools, the project maintained headquarters at P.S. 188 on Manhattan's Lower East Side. The three sites served in 1981-82 were Prospect Heights, Springfield Gardens, and George W. Wingate High Schools,

all situated in areas that have high concentrations of Haitian refugee families with students of high-school age.

According to its proposal, the program was to provide Haitian LEP students with an array of services aimed at drop-out prevention. The proposal anticipated that the project would serve between 375 and 450 students from Haiti who had been in the United States less than a year. The proposal specified that the project would provide potential drop-outs with individualized bilingual instruction that would allow them to participate successfully in mainstream classes as soon as possible. A passing score on the New York State Minimum Competency Examination was to be used as the exit criterion.

GOALS AND OBJECTIVES

The program proposed to deliver instructional and non-instructional services. Instruction would be given in English as a second language (E.S.L.), native-language skills, basic skills, content-area subjects, and cultural heritage. Non-instructional services were to include guidance, staff development, curriculum development, and parental involvement (including parental education).

The following program objectives were outlined:

1. to provide a program of instruction that would enable students to improve their reading ability in English, and in their native language;
2. to provide a positive self-concept based on cultural heritage;
3. to increase academic achievement;
4. to encourage bilingual students to continue studies and to graduate;

5. to obtain more effective articulation between the lower schools and the high schools;

6. to train staff so that they would be more aware of the needs and problems of the students in the program;

7. to enlist parental support;

8. to increase student attendance;

9. to establish a bilingual career center at each of the sites;

10. to provide bilingual instruction in basic skills and positive career orientation;

11. to foster the acquisition of marketable skills in the fields of health, international trade, law enforcement, and foreign service;

12. to help students understand the ways in which bilingualism could work for them by using successful bilingual individuals as volunteer members;

13. to develop positive work habits and self-esteem;

14. to encourage students to acquire practical skills by providing on-the-job experience or bilingual executive internships in international trade, foreign service, and law enforcement;

15. to articulate bilingual education with community, state, and federal efforts for employment and career education.

Student-directed objectives included the following:

-- an increase in English proficiency (an average of one objective mastered per month) as measured by the Criterion Referenced English Syntax Test;

-- a significant increase in native-language achievement in Creole on a teacher-made test.

Additionally, 70 percent of the students would receive:

-- scores of 65 or above on the New York State competency tests in French or third-year Regents examination;

-- passing grades on the New York State reading and writing competency tests;

-- scores of 65 or above in mathematics, science, and social studies on teacher-made tests, city-wide, or Regents exams;

-- at least one unit improvement in attitude toward cultural heritage on a seven-point scale;

-- at least one unit improvement in attitude toward school on a seven-point scale.

In addition, the participating students' drop-out rate would be lower and their attendance rate higher than the rates of mainstream students.

ORGANIZATION AND STAFFING

Title VII funding provided 13 positions: the project director (central office); three teachers assigned as grade advisors/curriculum specialists (one per school site); six educational aides (instructional aides and student aides); and three family assistants. Interviews at the three sites indicated that there were seven educational aides (not six) and one family assistant (not three) in the project's second year.

The project director's responsibilities encompassed all aspects of the program, including communicating with principals at the three sites concerning students' needs and strategies for meeting these needs. The director was responsible for organizing and conducting weekly meetings of the project staff and the assistant principals who had been assigned to implement the program. Curriculum development and staff development activites also were to be coordinated by the director.

Each school was to assign an assistant principal to oversee the program on site. The assistant principal was to work with the project director to develop policies and procedures appropriate to the needs of the site. In addition, he or she was to work with the project's on-site grade advisor and other project staff. At Wingate, the assistant principal for

guidance was assigned responsibility for the program; at Prospect Heights, the assistant principal for business subjects; and at Springfield Gardens, the assistant principal for guidance.

Within each school the grade advisor provided some supervision of project staff. At Springfield Gardens and Wingate, the grade advisors were viewed as the official counselors for Haitian students; at Prospect Heights, the mainstream guidance counselor was in charge of academic placement for Haitian students, and the project's grade advisor provided supplemental guidance.

II. PROGRAM IMPLEMENTATION

SITE SELECTION

The proposal identified four sites that could benefit from Project L'Ouverture's services. Budgetary revisions made during the process of negotiating the grant resulted in the elimination of one site, -- Washington Irving High School. In addition, Erasmus Hall High School was replaced by Wingate because Erasmus Hall's Haitian students were served by another Title VII program, Project KANPE.

IDENTIFICATION OF PARTICIPANTS

Entry criteria were a score below the tenth percentile on the English LAB and a score of 6.5 grade equivalents or below on the P.S.E.N. tests. Participants were to be potential drop-outs from low-income families who were preparing to enter the job market after high school. They were to be considered drop-out risks on the basis of age (16 years or older), poor attendance, and low academic performance.

STUDENT CHARACTERISTICS

The total number of students served in 1981-82 was 301. All 82 students for whom Prospect Heights provided data were born in Haiti and spoke Creole and French. At Springfield Gardens, data from 121 program students revealed that all spoke Creole. Of these, 119 were born in Haiti and two in the United States. Ninety-four of the 98 students for whom data were reported at Wingate were born in Haiti and spoke Creole; four were born in Cuba and spoke French.

Because there may be selective and environmental pressures on students in urban communities, the composition of the student body may vary from

school to school and grade to grade within a school. In many high school bilingual programs, female students outnumber male students. This disparity may be due to a number of factors that affect male and female students differentially, including difficulties of travel to and from school and peer and parental pressures to leave school for employment or marriage. In Project L'Ouverture, female students generally outnumbered male students in grades ten, eleven, and twelve. In all three schools, however, there was a greater percentage of male students in the ninth grade.

Table 1 presents the distribution of bilingual program students by sex and grade.

TABLE 1

Number and Percentages of Program Students by Sex and Grade

All Schools

Grade	Male N	Percent of Grade	Female N	Percent of Grade	Total N	Column Total: Percent of All Students
9	97	58	70	42	167	57
10	22	41	32	59	54	19
11	15	38	24	62	39	13
12	14	45	17	55	31	11
TOTAL	148	51	143	49	291	100

.Overall, there are slightly more male than female students in the program. However, male students outnumber female students only in grade 9.

.The majority of program students are ninth graders.

Because all of Project L'Ouverture's students are immigrants, their educational histories may vary considerably. Many have suffered interrupted schooling or, because of a lack of educational opportunities in their country of origin, have received fewer years of education than their grade level would indicate. Bilingual program students are reported by age and grade in Table 2.

TABLE 2

Number of Program Students by Age and Grade

All Schools

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	1				1
14	**12**	2			14
15	**23**	**18**	4		45
16	25	**17**	**13**	1	56
17	39	8	**11**	**13**	71
18	32	4	7	**9**	52
19	26	1	4	6	37
20	5	3	1	2	11
Total	163	53	40	31	287
Overage Students					
Number	127	16	12	8	163
Percent	78	30	30	26	57

Note: Shaded boxes indicate expected age range.

.Fifty-seven percent of the program students are overage for their grade level.

.The highest percentage of overage students is found in grade 9.

Slightly more than half the students were overage for their grades. The age by grade distributions for the three schools separately are presented in Tables 3, 4, and 5.

TABLE 3

Number of Program Students by Age and Grade

Prospect Heights High School

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	2				2
15	11				11
16	9				9
17	20	5	1		26
18	15	2	2	0	19
19	12			1	13
Total	69	7	3	1	80
Overage Students					
Number	56	7	2	1	66
Percent	81	100	67	100	83

Note: Shaded boxes indicate expected age range.

.Eighty-three percent of the program students at Prospect Heights High School are overage for their grade level.

.Most students are 17 years old and are in grade 9.

TABLE 4

Number of Program Students by Age and Grade

Springfield Gardens High School

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	6	1			7
15	5	14	4		23
16	3	14	12	1	30
17	2	2	9	13	26
18		2	5	7	14
19		1	4	5	10
20			1	1	2
Total	16	34	35	27	112

Overage Students					
Number	5	5	10	6	26
Percent	31	15	29	22	23

Note: Shaded boxes indicate expected age range.

- Twenty-three percent of the program students at Springfield Gardens High School are overage for their grade level. The greatest percentage of overage students is found in grade 9.
- The most frequently seen age groups are 16 years old, followed by 17- and 15-year olds.
- The majority of students at this site are in grades 10 and 11.

TABLE 5

Number of Program Students by Age and Grade

George Wingate High School

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	1				1
14	4	1			5
15	7	4			11
16	13	3	1		17
17	17	1	1		19
18	17			2	19
19	14				14
20	5	3		1	9
Total	78	12	2	3	95
Overage Students					
Number	66	4		1	61
Percent	85	33		33	75

Note: Shaded boxes indicate expected age range.

- Seventy-five percent of the program students at Wingate High School are overage for their grade level.

- There is an equal number of 17- and 18-year-old students. Most of these students are in grade 9 and are overage for their grade level.

The fact that so many students are overage (over 80 percent of the ninth graders at both Prospect Heights and Wingate) may have implications for interpreting student outcomes and setting standards for expected rates of growth as well as in planning supportive services at each program site. These are students who may have missed a year or more of school, and, as a result, may have a lack of cognitive development in their native language that must be addressed, as it has implications for their ability to acquire oral and literacy skills in English.

An attempt was made to obtain data on why students left the program as well as students' post-high school plans. Only two of the three schools presented data, however, and these were incomplete.

III. INSTRUCTIONAL SERVICES

OVERVIEW

Instructional assistants and student aides, working closely with bilingual classroom teachers, were to tutor potential drop-outs individually or in small groups on a pull-out basis. In this way, the project was intended to supplement the existing basic bilingual program for Haitian LEP students at each site. Conditions at two of the sites dictated against implementing the instructional program as it was proposed, however, since they had no basic bilingual program. Therefore, the project staff did not single out potential drop-outs but worked with all Haitian LEP students. A description of the instructional services at each school follows.

PROSPECT HEIGHTS HIGH SCHOOL

This is a comprehensive high school that serves primarily black students residing in an urban inner-city area which reaches from the intersection of Eastern Parkway and Nostrand Avenue south to Clarkson Avenue in Brooklyn.

No needs assessment was conducted at this school prior to the project's inception. Although speakers of Creole numbered among the school's faculty, Prospect Heights High School had no Haitian bilingual program. The principal was approached in January, 1981, by the Division of High Schools and was offered support services; the program was initiated the next month.

The 1981-82 staff, recommended to the school by the project director, included a bilingual grade advisor, a bilingual educational assistant, and two bilingual student aides. The assistant and aides reported to

the grade advisor, who in turn reported to the assistant principal in charge of business subjects.

Haitian students were interviewed by an English-speaking counselor who evaluated to the best of her ability the students' past performance. On the basis of her assessment, students were placed in the appropriate classes, with the approval of the subject-area chairpersons. Haitian students were never tested in their native language. The English version of the LAB was administered in the fall of 1981. Most students were found to need work in basic skills and were scheduled for three one-credit classes (English as a second language, fundamental mathematics taught in English, and global studies) and three no-credit classes (E.S.L., native-language arts, and French 2, 3, or 4).

Haitian students were placed in French classes, which were designed for English-speaking students, with materials and methods geared to students with little or no exposure to the language. Program students told the evaluator that they found it demeaning to be placed in these classes, which did not meet their linguistic needs and overlooked their cultural identity. The teachers, however, felt quite strongly that the students, who spoke primarily Creole, needed to master French as a bridge to English.

The L'Ouverture personnel provided support services to the Haitian students through a pull-out tutorial program, but in the absence of adequate documentation -- lessons plans, class rosters, or informal visitation logs -- the evaluator could draw no firm conclusions about the implementation or effectiveness of these services. The impression was nevertheless gained that students regarded the staff highly. In addition it appeared that good lines of communication had been opened with the Haitian community.

The school staff members who came into daily contact with the Haitian program students had not read the project proposal, though they had met twice with the project director to develop program guidelines.

GEORGE WINGATE HIGH SCHOOL

This is a comprehensive high school that serves primarily black students residing in Districts 17 and 18 and parts of Brownsville in Brooklyn. About ten percent of its 3,000 students were Haitian students eligible for bilingual services. Of a total teaching staff of 160, eight were bilingual in French and/or Creole.

No needs assessment was conducted prior to the program's inception. From 1975 to 1980, a Title VII-funded program had provided bilingual instruction and supportive services to Haitian students. In 1981, budgetary considerations resulted in a Title VII program which served only Wingate's Spanish-speaking population. The principal was approached by the Division of High Schools in the spring of 1981 and offered supportive services to Haitian students through Project L'Ouverture. He said he rarely had contact with the project director.

All Haitian students arriving at Wingate were placed in the ninth grade. No records indicating students' educational experiences in Haiti were made available to the evaluator.

This school had in place a tax-levy bilingual program for basic instruction that was part of the language department. The LAB was administered only in English, and all students who scored below the twenty-first percentile were eligible for the bilingual program classes. However, eligibility criteria were apparently not rigorously applied: a random sample of school files showed that several students who were eligible were not programmed for bilingual services.

Project L'Ouverture services supplemented these class offerings and were given on an individual basis. Students were referred for tutorial services by their classroom teachers. Some walked in after hearing that another had been helped. Students interviewed at random felt that their academic potential was being undervalued; they were anxious to enter mainstream classes to "learn."

The services offered by the project at this site were carried out by four Title VII-funded staff members: a grade advisor, an educational assistant, and two student aides. The grade advisor reported to the social studies chairperson, the assistant principal for guidance, or the assistant principal for administration, depending on the nature of the task at hand. Testing and academic placement were the responsibility of the department chairpersons, and the grade advisor maintained no records of test data. According to the grade advisor, all Haitian students were programmed for French as a second language, even though only ten percent of these Haitian students spoke French. The grade advisor met with incoming Haitian students and provided information and emotional support to ease the acculturation process. He also talked to parents regarding personal or disciplinary problems and supervised the activities of the Haitian Club, including an auditorium program. The grade advisor also taught one class, global studies, two fewer classes than he taught the previous year. The class, which had a roster of 27 students, was taught in French, Creole, and English.

The bilingual student aides were hired by the project director and worked with approximately 15 students each. They were supervised and trained by the grade advisor.

SPRINGFIELD GARDENS HIGH SCHOOL

This is a four-year high school serving primarily black students in a residential area of one- and two-family homes in Queens. Of the total school population of 2,650 students, some 120 were of Haitian extraction and about 50 were eligible for Title VII services. The majority of students at this school were college-bound and therefore were more advanced in their academic work than the students at Prospect Heights and Wingate.

A needs assessment was not conducted at this school prior to program inception. When the Division of High Schools approached the principal in February, 1981, to offer supportive services, he gladly accepted. He had met several times during the year with the project director to discuss program implementation and progress.

The Title VII staff at this school included a bilingual grade advisor, a bilingual educational assistant, and a bilingual family aide. The grade advisor was responsible for the program implementation. She met weekly with the project director but reported to the assistant principal for guidance.

The grade advisor was responsible for counseling students, evaluating academic records from Haiti, placing students, supervising and training project staff, providing three periods of tutorial services daily, and teaching a Haitian literature class one period every day.

The educational assistant, a certified teacher, carried out the following functions daily: one period of tutorial assistance to Haitian students, three periods of assisting the foreign language chairperson in French language classes that included Haitian students, and one period each of administrative duties, clerical duties, and assisting the grade advisor in

the Haitian literature class.

The family assistant provided help to the attendance office and worked with individual students as needed.

This school had no tax-levy Haitian bilingual program for basic instruction. Only one period of E.S.L. was offered; therefore, only the neediest were programmed for E.S.L. instruction. All Haitian students were programmed for French classes. The evaluator found that while the students at this school seemed most comfortable speaking Creole, they did have a fundamental knowledge of French.

The evaluator was not able to determine the procedure for identifying eligible students, but an attempt had been made here at permanent record-keeping. Here, as at the other sites, the program was pull-out and tutorial in nature, except for 25 students in the Haitian literature class.

IV. NON-INSTRUCTIONAL SERVICES

STAFF DEVELOPMENT

The proposal predicted that, as a result of participation in the program, staff members would demonstrate professional growth; specifically, that 90 percent would attend courses, workshops, and conferences related to bilingual education. In addition, staff would be trained to be more aware of the needs and problems of the program students.

One of the grade advisors was certified as a guidance counselor, one was working toward certification, and the third had limited credentials. In interviews, the evaluator learned that all staff members had taken courses paid for by the project. However, no documentation was available.

CURRICULUM DEVELOPMENT

According to the project proposal, curricula were to be developed in the project's second and third years in the following areas: three levels of applied E.S.L., native-language arts (French/Creole literature), and international studies (literature, social studies, and career education). In addition, New York City Board of Education curricula in interdisciplinary math, business math, accounting, business skills, computer science, and career education were to be translated and adapted into French and/or Creole. The project staff produced no documentation of curriculum development activities.

RESOURCE ROOMS

One of the sites, Springfield Gardens, had designated a room where project activities could be conducted, and it was quite adequate. At the other sites, the project took over whatever room was available on a given day.

PARENTAL INVOLVEMENT

The proposal predicted that as a result of the program some 10 to 15 percent more of the parents of Project L'Ouverture students than of mainstream students would attend school functions. The evaluator was provided no records of parental attendance at meetings or classes; there appeared to be no well-planned parental component.

At Prospect Heights, the evaluator found no evidence of an attempt by the program staff to foster parental activities other than a school-wide open house and a Haitian Flag Day celebration. At Wingate, project staff members were not aware that the project had a parental-involvement component, and no training was offered for parents.

AFFECTIVE DOMAIN

The project obviously was fulfilling urgent needs of Haitian LEP students in light of the general dearth of services available to them. On-site project staff members had established good lines of communication with the students, who felt comfortable going to the grade advisors to discuss academic and personal problems. Students also benefited from trips. At Wingate, the grade advisor organized a Haitian Club, which met weekly.

V. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate students' achievement in 1981-82.

Students were assessed in English language development, growth in their mastery of their native language, mathematics, social studies, science, and cultural heritage. The following are the areas assessed and the instruments used:

English as a second language -- CREST (Criterion Referenced English Syntax Test, Levels I, II, III)

Mathematics performance -- Teacher-made tests

Science performance -- Teacher-made tests

Social studies performance -- Teacher-made tests

Native language arts performance -- Teacher-made tests

Cultural heritage -- Teacher-made tests

Attendance -- School and program records

The instrument used to measure growth in English language was the Criterion Referenced English Syntax Test (CREST), which tests mastery of specific syntactic skills at three levels. Material at the beginning and intermediate levels of the CREST is broken down into 25 objectives per level, such as present tense forms of the verb "to be" (Level I), or possessive adjectives and pronouns (Level II). Material at the advanced level (Level III) is organized into 15 objectives, such as reflexive

pronouns. At each level, students are asked to complete four items for each objective. An item consists of a sentence frame for which the student must supply a word or phrase chosen from four possibilities. Mastery of a skill objective is determined by a student's ability to answer at least three out of four items correctly.

This report provides information on the average number of objectives mastered, and the average number of objectives mastered per month of treatment. Tables 6 and 7 present CREST data for Title I students at Prospect Heights High School for the fall and spring semesters, respectively. It should be noted that attendance data for Prospect Heights students were not provided and thus, the number of objectives gained per month could not be determined.

Data for non-Title I students at Springfield Gardens High School are shown in Tables 8 and 9. These students were pre-tested in the fall and post-tested in the spring. Table 8 contains breakdowns for students who were pre- and post-tested with the same test level. Table 9 presents data for students who were administered a higher level of the CREST when post-tested than when pre-tested. For students given different levels of the test at pre- and post-testing, it was assumed that all objectives of the pre-test level were mastered by the time of post-testing. Irregularities in reporting the attendance data for this group of students prevented the computation of the number of objectives gained per month.

Table 10 provides data by grade and test level for George Wingate High School students who received Title I instruction in the fall semester. Spring semester results are presented in Table 11.

The percentage of students across all three high schools passing teacher-made examinations in mathematics, science, and social studies is presented in Tables 12 (fall semester) and 13 (spring semester). The tables show breakdowns by grade and language of instruction used in the class.

Performance of students on teacher-made examinations in native language arts across schools is shown in Table 14 for both the fall and spring semesters.

Students at Springfield Gardens High School took examinations in cultural heritage during the fall and spring semesters. The percentage of students passing these exams is presented in Table 15. As can be seen in the table, the data are broken down by students' grade level.

Finally, the attendance rates for program students at George Wingate High School and Springfield Gardens High School are reported in Table 16 and Table 17, respectively. No attendance data for Prospect Heights High School were reported.

TABLE 6

Performance of E.S.L. Title I Program Students at Prospect Heights High School Tested on the Criterion Referenced English Syntax Test (CREST): Average Number of Objectives Mastered by Grade and Test Level

Fall Semester

	LEVEL I				LEVEL II				TOTALS	
		Average Number of Objectives Mastered				Average Number of Objectives Mastered			Average Number of Objectives Mastered	
Grade	N	Pre	Post	Gain	N	Pre	Post	Gain	N	Gain
9	19	7.7	17.0	9.3	4	13.0	19.5	6.5	23	8.8
10	1	13.0	13.0	0.0	----------				1	0.0
11	1	20.0	25.0	5.0	1	21.0	25.0	4.0	2	4.5
TOTAL	21	8.6	17.2	8.6	5	14.6	20.6	6.0	26	8.1

Note: Number of objectives for each level: Level I (25), Level II (25).

.Attendance data for Prospect Heights High School were not reported. Therefore, average months of treatment and objectives gained per month could not be calculated.

•Program students gained an average of 8.1 objectives during the fall semester.

TABLE 7

Performance of E.S.L. Title I Program Students at Prospect Heights High School Tested on the Criterion Referenced English Syntax Test (CREST): Average Number of Objectives Mastered by Grade and Test Level

Spring Semester

	LEVEL I				LEVEL II				LEVEL III				TOTALS	
		Average Number of Objectives Mastered				Average Number of Objectives Mastered				Average Number of Objectives Mastered				Average Number of Objectives Mastered
Grade	N	Pre	Post	Gain	N	Pre	Post	Gain	N	Pre	Post	Gain	N	Gain
9	26	11.1	17.0	5.9	22	12.1	17.9	5.8	2	10.0	13.5	3.5	50	5.7
10	----------				1	23.0	23.0	0.0	1	3.0	3.0	0.0	2	0.0
11	----------				1	24.0	25.0	1.0	----------				1	1.0
TOTAL	26	11.1	17.0	5.9	24	13.1	18.4	5.3	3	7.7	10.0	2.3	53	5.4

Note: Number of objectives for each level: Level I (25), Level II (25), Level III (15).

- Attendance data for Prospect Heights High School were not reported. Therefore, average months of treatment and objectives gained per month could not be calculated.

- Program students gained an average of 5.4 objectives during the spring semester.

TABLE 8

Performance of Non-Title I Program Students at Springfield Gardens High School Tested on the Criterion Referenced English Syntax Test (CREST): Average Number of Objectives Mastered by Grade and Test Level

(Pre-Tested in the Fall Semester and Post-Tested in the Spring Semester at the Same Test Level)

	LEVEL I					LEVEL II					LEVEL III					TOTALS			
		Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average	Average Number of Objectives Mastered	
Grade	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Months of Treatment	Gain	Gain/Month
9	1	6.0	11.0	5.0	0.4	1	0.0	7.0	7.0	1.6	4	12.0	13.0	1.0	0.3	6	5.2	2.7	0.5
10	8	6.3	15.9	9.6	2.0	1	16.0	16.0	0.0	0.0	10	10.7	12.3	1.6	0.4	19	5.3	4.9	0.9
11	----------					3	6.7	14.3	7.7	1.8	14	12.2	13.5	1.3	0.4	17	5.8	2.4	0.6
12	1	19.0	24.0	5.0	0.4	1	10.0	22.0	12.0	2.6	14	10.6	12.9	2.3	0.6	16	4.8	3.1	0.7
TOTAL	10	7.5	16.2	8.7	1.7	6	7.7	14.7	7.0	1.6	42	11.3	13.0	1.7	0.4	58	5.3	3.4	0.8

Note: Number of objectives for each level: Level I (25), Level II (25), Level III (15).

- Students at Levels I and II mastered at least one objective per month of instruction. These students exceeded the goal of one objective per month set as the program's criterion of success.

- Students at Level III mastered less than one objective per month. It should be noted, however, that pre-test scores at Level III were high, thereby reducing the number of objectives that could have been mastered.

TABLE 9

Performance of Non-Title I Program Students at Springfield Gardens High School Tested on the Criterion Referenced English Syntax Test (CREST): Average Number of Objectives Mastered by Grade and Test Level (Pre-Tested in the Fall Semester at Level I and Post-Tested in the Spring Semester at Level II)

		Pre-Test (Fall) LEVEL I	Post-Test (Spring) LEVEL II	
		Average Number of Objectives Mastered		
Grade	N	Pre	Post	Gain
9	1	25.0	25.0	25.0
10	3	23.0	14.3	16.3
11	7	24.3	19.0	19.7
12	4	24.3	19.3	20.0
TOTAL	15	24.1	18.5	19.5

Note: number of objectives for each level: Level I (25), Level II (25).

.The attendance data for program students at the Springfield Gardens site who were pre-tested at Level I and post-tested at Level II were inaccurately reported. This precluded the computation of the number of objectives gained per month for these students.

TABLE 10

Performance of E.S.L. Title I Program Students at George Wingate High School Tested on the

Criterion Referenced English Syntax Test

(CREST): Average Number of Objectives Mastered by Grade and Test Level

Fall Semester

	LEVEL I					LEVEL II					LEVEL III					TOTALS			
		Average Number of Objectives Mastered			Gain/		Average Number of Objectives Mastered			Gain/		Average Number of Objectives Mastered			Gain/		Average	Average Number of Objectives Mastered	
Grade	N	Pre	Post	Gain	Month	N	Pre	Post	Gain	Month	N	Pre	Post	Gain	Month	N	Months of Treatment	Gain	Gain/Month
9	20	5.7	13.3	7.6	3.2	7	11.7	18.2	6.5	2.3	3	7.3	10.6	3.3	1.2	30	2.6	6.9	2.8
10	1	13.0	23.0	10.0	4.6	2	14.5	21.0	6.5	2.1	2	9.0	9.5	0.5	0.2	5	2.6	4.8	1.8
11	----------					----------					1	9.0	14.0	5.0	1.7	1	2.9	5.0	1.7
12	----------					----------					2	3.5	11.0	7.5	2.5	2	2.8	7.5	2.5
TOTAL	21	6.0	13.8	7.7	3.2	9	12.3	18.8	6.5	2.3	8	7.0	10.8	3.87	1.3	38	2.9	6.6	2.6

Note: Number of objectives for each level: Level I (25), Level II (25), Level III (15).

·In general Haitian Creole-speaking students mastered at least one objective per month of instruction in the fall. The program criterion of at least one objective mastered per month of instruction was met at all grades and levels, except for two Grade 10 students at Level III.

TABLE 11

Performance of E.S.L. Title I Program Students at George Wingate High School

Tested on the Criterion Referenced English Syntax Test

(CREST): Average Number of Objectives Mastered by Grade and Test Level

Spring Semester

	LEVEL I					LEVEL II					LEVEL III					TOTALS			
		Average Number of Objectives Mastered			Gain/		Average Number of Objectives Mastered			Gain/		Average Number of Objectives Mastered			Gain/		Average	Average Number of Objectives Mastered	
Grade	N	Pre	Post	Gain	Month	N	Pre	Post	Gain	Month	N	Pre	Post	Gain	Month	N	Months of Treatment	Gain	Gain/Month
9	52	10.6	15.8	5.2	1.9	14	12.5	20.1	7.5	2.8	6	10.8	12.5	1.6	0.5	72	2.7	5.4	2.0
10	4	3.7	9.7	6.0	2.7	5	17.8	21.2	3.4	1.1	2	9.5	11.0	1.5	0.5	11	2.6	4.0	1.6
11	----------					----------					1	11.0	15.0	4.0	1.3	1	2.9	4.0	1.3
12	----------					----------					3	9.6	12.6	3.0	1.1	3	2.7	3.0	1.1
TOTAL	56	10.1	15.4	5.3	2.0	19	13.9	20.4	6.4	2.3	12	10.3	12.5	2.1	0.7	87	2.7	5.1	1.9

Note: Number of objectives for each level: Level I (25), Level II (25), Level III (15).

- In general, students mastered nearly two objectives per month of instruction. These results surpassed the criterion of one objective per month set as the program objective.
- Each grade surpassed the criterion set as program objective with the exception of grade 9 and 10 students at Level III.

TABLE 12

Number and Percent of Program Students Passing Teacher-Made Examinations in Content-Area Subjects by Language of Instruction, Fall

		ENGLISH			NATIVE LANGUAGE/ENGLISH			TOTAL	
Subject	Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing	N	Percent Passing
Math	9	30	19	63.3	60	38	63.3	90	63.0
	10	29	23	79.3	12	8	66.7	41	76.0
	11	30	19	63.3	3	2	66.7	33	64.0
	12	24	21	87.5	3	3	100.0	27	93.0
TOTAL		113	82	73.0	78	51	65.0	191	70.0
Science	9	17	11	64.7	69	50	72.5	86	71.0
	10	29	22	75.9	10	7	70.0	39	74.0
	11	24	18	75.0	2	2	100.0	26	77.0
	12	16	13	81.3	2	1	50.0	18	78.0
TOTAL		86	64	74.0	83	60	72.0	169	73.0
Social Studies	9	16	8	50.0	70	53	75.7	86	71.0
	10	28	23	82.1	11	8	72.7	39	79.0
	11	32	22	68.8	3	2	66.7	35	69.0
	12	27	23	85.2	4	4	100.0	31	87.0
TOTAL		103	76	74.0	88	67	76.0	191	75.0

- Overall, the criterion of a 70 percent passing rate on content-area examinations set as the program objective was met by all groups of students in the fall.
- In science and social studies courses, the passing rates were similar regardless of the language of instruction.
- Twelfth-grade students had the highest percentage of students passing across all three subject areas.

TABLE 13

Number and Percent of Program Students Passing Teacher-Made Examinations in Content-Area Subjects by Language of Instruction, Spring

		ENGLISH			NATIVE LANGUAGE/ENGLISH			TOTAL	
Subject	Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing	N	Percent Passing
Math	9	20	12	60.0	101	74	73.3	121	71.0
	10	30	17	56.7	14	12	85.7	44	66.0
	11	29	18	62.1	1	1	100.0	30	63.0
	12	19	15	78.9	1	1	100.0	20	80.0
TOTAL		98	62	63.0	117	88	75.0	205	73.0
Science	9	17	11	64.7	101	86	85.1	118	82.0
	10	30	15	50.0	15	13	86.7	45	62.0
	11	22	16	72.7	2	2	100.0	24	75.0
	12	7	6	85.7	2	2	100.0	9	89.0
TOTAL		76	48	63.0	120	103	86.0	196	77.0
Social Studies	9	15	11	73.3	106	87	82.1	121	81.0
	10	28	22	78.6	15	14	93.3	53	68.0
	11	32	26	81.3	2	2	100.0	34	82.0
	12	19	17	89.5	2	2	100.0	21	90.0
TOTAL		94	76	81.0	125	105	84.0	219	83.0

- Overall, the criterion of a 70 percent passing rate on teacher-made content-area examinations set as the program objective was met in all content areas in the spring.

- Passing rates for courses taught bilingually were higher than courses taught in English only, with a difference of 12 percentage points in mathematics, 23 percentage points in science, and 3 percentage points in social studies.

- A greater percentage of twelfth-grade students passed all three courses compared with students in ninth, tenth, or eleventh grade.

TABLE 14

Number of Program Student Attending Courses and Percent Passing Teacher-Made Examinations in Native Language Arts (Fall and Spring)

Course	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Native Language Arts (Fall)	86	67.0	33	91.0	21	95.0	20	100.0	160	80.0
Native Language Arts (Spring)	108	82.0	40	88.0	23	100.0	16	100.0	187	86.0

- Overall, the criterion of a 70 percent passing rate in native language arts courses set as the program objective was met in both the fall and spring.
- The only group which failed to meet the objective were ninth-grade students in the fall with a passing rate of 67 percent.

TABLE 15

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Cultural Heritage at Springfield Gardens High School

Examination	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Cultural Heritage (Fall)	-	-	3*	100.0	8	75.0	10	90.0	21	86.0
Cultural Heritage (Spring)	4	75.0	8	100.0	7	85.7	8	100.0	27	93.0

*Includes 1 student from Prospect Heights High School.

.Eighty-six percent of the students passed teacher-made exams in cultural heritage during the fall semester. The figure rose to 93 percent in the spring.

TABLE 16

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of Mainstream Students Springfield Gardens High School

Grade	N	Mean Percentage	Standard Deviation
9	14	86.7	12.9
10	31	93.6	5.8
11	32	94.1	4.9
12	23	93.9	5.8
Total	100	92.8	7.3

Mainstream Attendance Percentage: 76.7

Percentage Difference = 16.1 z = 3.9 p = .01

.Program students at Springfield Gardens High School have a higher attendance rate than mainstream students. This difference is statistically significant at the .01 level.

*The program met its objective (that program students would have higher rates of attendance than mainstream students).

TABLE 17

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of Mainstream Students

George Wingate High School

Grade	N	Mean Percentage	Standard Deviation
9	72	93.7	6.1
10	9	89.3	11.6
11	2	86.9	9.8
12	3	93.3	7.3
Total	86	93.1	6.3

Mainstream Attendance Percentage: 74.1

Percentage Difference = 19.0 $z = 4.1$ $p = .01$

.Program students at Wingate High School have a higher attendance rate than mainstream students. This difference is statistically significant at the .01 level.

.This met the program's objective for attendance.

SUMMARY OF FINDINGS

English

On the average, students at George Wingate High School mastered more than one objective per month of instruction as measured by the CREST in both the fall and spring, exceeding the program's stated criterion of success.

Students at Springfield Gardens High School who were pre-tested in the fall on Levels I and II and post-tested in the spring on the same test levels also met the criterion of one objective mastered per month set as the program objective. Students tested at Level III at this school were unable to meet the criterion but this was probably due to their high pre-test scores which reduced the number of objectives that could have been mastered.

Criterion attainment could not be measured at Prospect Heights High School, as attendance data for students at this school were not reported.

Native Language

At all three schools, students generally surpassed the program's objective of a 70 percent passing rate on teacher-made examinations in native language arts. The overall passing rate was 80 percent during the fall and 86 percent in the spring. Only ninth-grade students during the fall semester (67 percent passing rate) fell below the 70 percent criterion level.

Content-Area Subjects

Mathematics. The overall percentage of program students passing mathematics courses in the fall semester was 70 percent, while 73 percent

of the students passed their mathematics courses during the spring. Both figures meet the program's stated criterion of success (a 70 percent passing rate). A greater percentage of English-taught students passed their mathematics courses in the fall compared to students taught in their native languages. The reverse was true during the spring semester, when a higher percentage of bilingually-taught students passed compared to their English-taught peers.

Science. Generally, students exceeded the program objectives in their rate of passing science courses. The percentage passing was 73 percent in the fall and 77 percent during the spring. In the fall there was little difference between passing rates for courses taught in English or the native language. In the spring, however, 86 percent of the students taught in their native language passed science courses compared to 63 percent of the students taught in English.

Social Studies. Seventy-five percent of the program students passed teacher-made examinations in social studies during the fall semester and 83 percent passed in the spring semester. These figures exceed the 70 percent passing rate stated as the objective for social studies courses. The percentage of students passing English-taught courses was comparable to the percentage passing native language-taught courses in both fall and spring semesters.

Cultural Heritage. Students at Springfield Gardens High School took teacher-made examinations which tested their knowledge of their cultural heritage. Eighty-six percent of the students received passing grades in the fall, and 93 percent passed in the spring.

Attendance

The program's objective, that students in the program would have higher rates of attendance than mainstream students, was met at Springfield Gardens and George Wingate High Schools.

VI. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

In the second year of a three-year funding cycle, Project L'Ouverture functioned at two Brooklyn and one Queens high school located in areas where Haitian refugees have settled. The project departed in several respects from the path mapped out in the funding proposal. Most importantly, the proposal anticipated that the project's focus would be drop-out prevention, and that its activities would supplement basic tax-levy bilingual programs at the three sites. However, basic services were available at only one site, and the most pressing need at all schools appeared to be development or reinforcement of basic skills. In response to this need, the project initiated tutorial services, available to limited English proficient Haitian students on a voluntary basis. Most frequently teacher's recommendations were the source of referrals to the program.

Project staff at the various sites continued to develop, during 1981-82, rapport with project students and with the Haitian community as a whole. Communication with parents of participants and with the school administrators at the various sites was a weaker facet of program implementation.

Documentation of project activities in nearly every area was incomplete; the lack of recordkeeping hampered evaluation efforts, since it was impossible to gauge the extent or substance of tutorial services or the number of students who actually reported regularly for tutoring. There was little evidence of parental involvement or curriculum development.

Staff development activities apparently did take place, but here again records were not available.

Therefore, the evaluation's conclusions must remain impressionistic. An attempt has been made at all three schools to provide intensive instruction in English as a second language; at the two sites for which test data were reported, English language achievement by project students appeared to be satisfactory. Native language instruction was more problematic. In the first place, it appeared that project staff had not determined in any systematic manner the participants' knowledge of and literacy in French. While all concerned assumed that students spoke Creole, participants appear to have been treated as native speakers of French who had not completely learned the language. At one site, only ten percent of the Haitian population was proficient in French. While linguistic issues in relation to educating these Haitian students are surely complex, they appear to have been largely unaddressed during 1981-82 and continue to require attention.

Despite its shortcomings, Projéct L'Ouverture fulfilled a critical need at all three sites, since few if any services were available for Haitian students and participants needed the individual attention which the Title VII staff could provide.

RECOMMENDATIONS

The following recommendations are offered on the basis of the program review conducted at the end of the 1981-82 school year:

1. The project staff needs to develop a viable language policy which takes into account the experiences and aspirations of its participants,

and the sentiments of the community. Most importantly, this policy should be founded on students' demonstrated proficiency in Creole and French, and on the availability of appropriate materials. Once such a policy is established, it should be explained clearly to students and parents.

2. The project staff needs to reassess students' needs at each site, taking fully into account the direction in which the schools' administrators wish to move. In general, communication with principals, assistant principals, and other staff at the three sites might be strengthened. At the two sites where no basic bilingual programs are available to Haitian students, such communication might form the basis for development of these much needed services.

3. A consistent, thorough system of data collection should be established in order to improve services to students and allow meaningful evaluation of the project. Records should be maintained on student's eligibility and progress; program scheduling; mainstreaming; tutorial services; staff development; curiculum development; parental involvement; attendance; guidance services.

4. Project staff should discuss with school administrators the possibility of designating a resource room at each site.

5. Curriculum development appears to be an aspect of the project requiring special attention. Project staff should make every effort in the third year to locate appropriate materials for classroom or tutorial instruction. Coordination with other New York City Title VII projects for Haitian students is urged.

6. The project should make every effort to administer tests to participants as specified in the funding proposal, so that realization of objectives might be evaluated.

7. Project students would profit from closer communication between Title staff and mainstream teachers, who should be made aware of the program's goals and activities.

8. On-site training should focus on needs assessment, mainstreaming, grouping for instruction, bilingual methodology, curriculum development, and parental involvement. In general, these are the areas which present challenges for the project's third year.